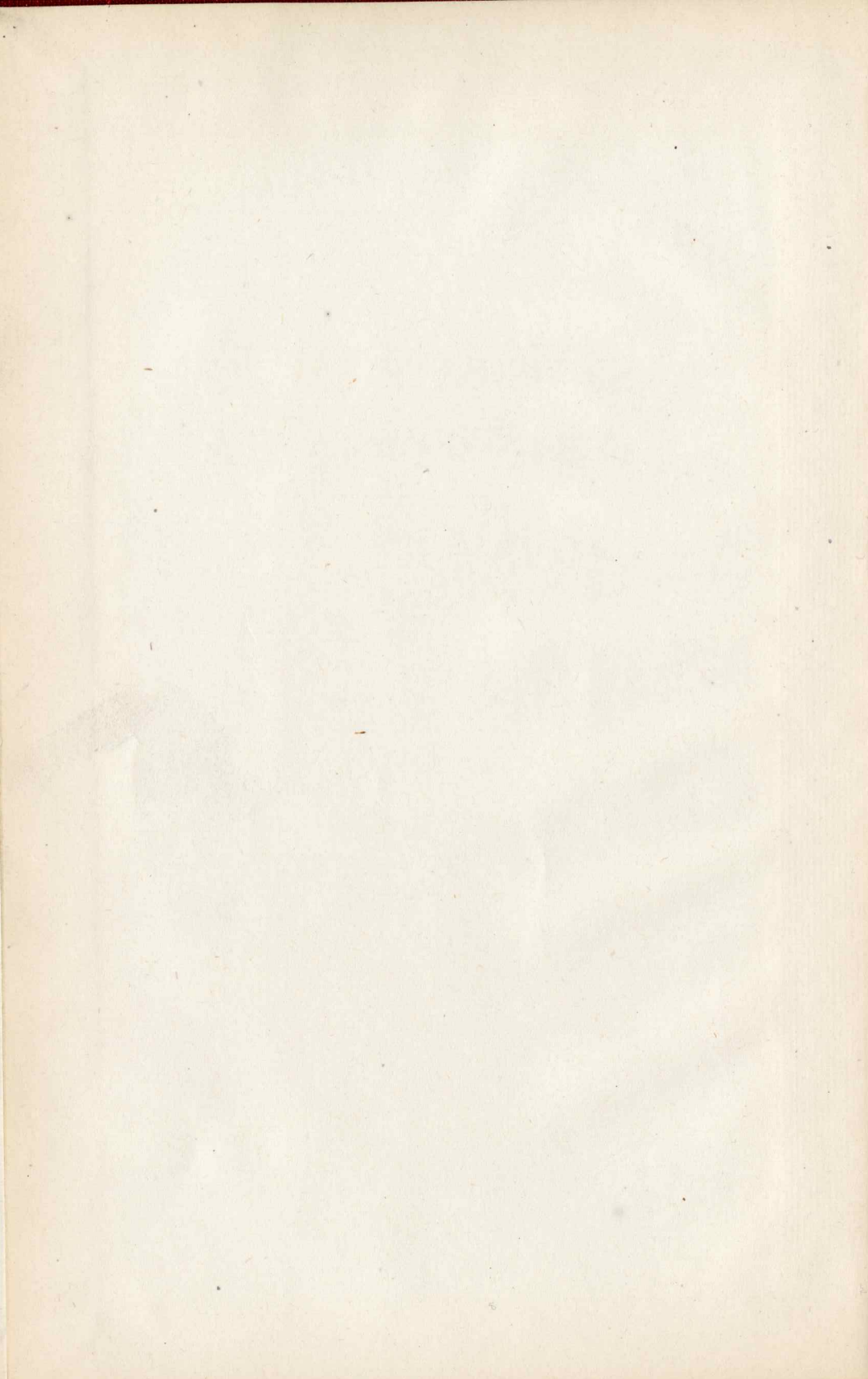


CLASS '44





Class '44

Sir George Williams College



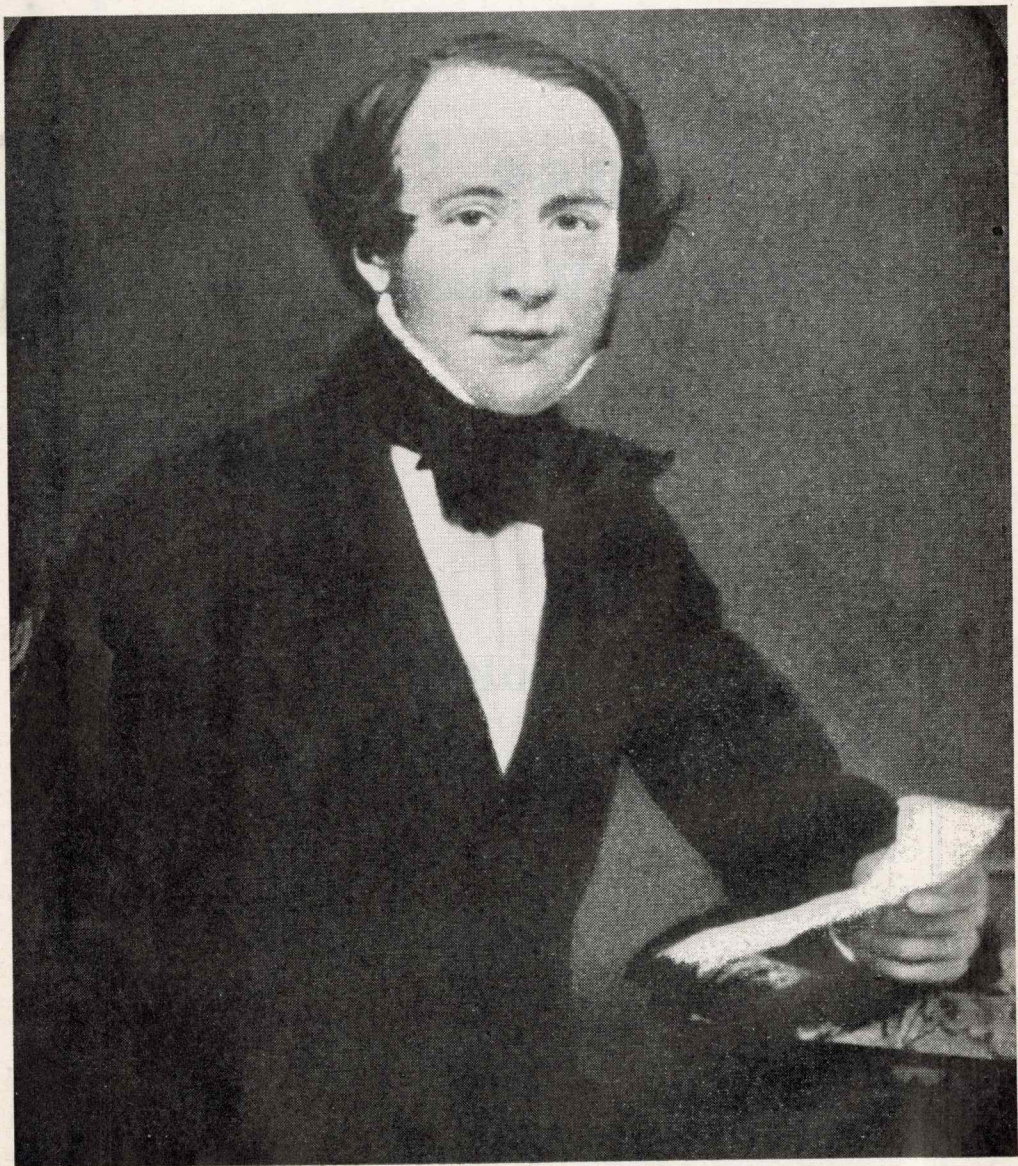
Faculty

Arts — Science — Commerce



MONTREAL

1944



SIR GEORGE WILLIAMS 1821 - 1905

DEDICATION



One hundred years ago, on June 6, 1844 a group of twelve earnest young men under the leadership of a young drapery clerk, George Williams, founded the Young Men's Christian Association, for "the improvement of the spiritual and mental condition of young men engaged in houses of business" in the great city of London, England. Today more than 10,000 such Associations, in 68 countries of the world, testify to the strength of this objective and to the power of a movement dedicated realistically to the needs of youth.

No phase of the world-wide work of this great hundred-year-old movement has more truly sought to achieve the ideals and purposes of its founding fathers than have its schools and colleges, located in the large cities of many lands.

It is, therefore, completely fitting that, in this Centennial year, in the oldest Young Men's Christian Association in North America, the graduating class, in this College which bears his name, should wish to dedicate its College Annual to George Williams and his companions, "young men of business", who laid the foundation of a mighty movement for human betterment.

K. E. NORRIS,

Principal.

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ACKNOWLEDGMENTS



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CONTENTS



	<i>Page</i>
Dedication	3
DR. K. E. NORRIS	
Message from Dean HALL	6
A Letter from the President	8
Valedictory Address	10
GEORGE WINSTON SINCLAIR	
Valedictory Poem	13
HARRY GARFINKLE	
Graduating Class	14
Faculty Council	28
Honour Roll	30
Graduation Programme	32
Baccalaureate Service	33
Association of Alumni	34
Georgian Basketball	36
GLENN WOOD	
Some Problems of Recognition	38
GEORGE S. TOMKINS	
The Commerce Student	41
JAMES F. HARRIS	
Au Revoir, "Sir George"	41
EILEEN THORNER	

TO THE CLASS OF 1944



With the graduation of the class of 1944 about fifty more people will join the two hundred who are alumni of the College. Soon you, like them, will be widely scattered. This may be the last opportunity I shall have of saying something to you. This is a solemn thought. DeQuincey says that, "We never do anything, which we are accustomed to doing, consciously for the last time without a feeling of sadness". I presume that one element in the feeling of sadness is the wish that the thing we were accustomed to doing had been better done. At least that is true of my feeling in this situation. I wish that I had made the best of every opportunity I have had of speaking to you.

As I write this the world is holding its breath. Perhaps by the time it is read (if it is read) mighty events will have taken place in the history of the world. No one can foresee the result of the events of 1944 but that they will be truly terrific and far-reaching no one can doubt.

In these circumstances it is not to be wondered at if the individual young person finds himself or herself bewildered and uncertain. Some things, however, it seems to me, are clear. In the first place, the responsibility of able and educated young people was never greater than it is now. If, in any sense, a new world is to be created this group must provide the leadership. On the other hand, if this new world is to be democratic, which is by no means certain, a new concept of leadership must prevail. We cannot produce a democratic world by the method of the dictator. I think that it was the Archbishop of Canterbury who said that if we go Nazi and win, it will be the same as if the Nazis win.

This new concept of leadership involves education, and not just education but a kind of education. You may have seen the cartoon showing two cell mates in a prison. One is saying to the other, "I'm going to study and improve myself and when you're still a common thief I'll be an embezzler".

People can be marshalled and forced into a new order but it would not be a better order. Education, in its broadest sense, is the only means whereby the level of life of the whole community can be raised and civilization truly advanced. But education in the last analysis is self-education. What we do to and for ourselves is more important than what others do to and for us.

If graduating students forget all else that they have learned here I wish they would remember and act upon the precept that, "We become the kind of people we practice being". There is no way for becoming the things we truly want to become without the practice of being such behavior. We have all heard from childhood that it is the little things in life which count. The surprising thing is that it is true. The practice of carrying out small responsibilities is the first step. If we could learn to do the little things we undertake to do the world would be noticeably better already. "Do the duty which lies nearest and the second duty will have already become clearer", says Carlyle and I can leave you with no better principle.

Farewell; and that your life may be a full and purposeful one is the sincere wish of your old friend,

HENRY F. HALL,
Dean.



A LETTER FROM THE PRESIDENT



The transition from Undergraduate to Alumnus over a period of four years is a process within a larger process which is life itself. As undergraduates we entered college the products of various backgrounds, cultures, and ways of life. Even as Freshmen we were aware of the many conflicts in human and world relationships; on the other hand we were quite sure that our development during the four years would bring into perspective the many problems that confronted us. We have been students during one of the most chaotic periods ever known to mankind. We have seen the prostitution of knowledge and technological achievement to facilitate the devastation of many countries and the attempted extermination of cultures. On the other hand we know that knowledge and learning have been the root of all that is constructive and developmental.

The logical deduction from the foregoing statements would be that knowledge is power, and a power that can be wielded for good or bad. It is a force that can work to the betterment of man or to his destruction. It is man's best friend and also his worst enemy. We who are students during a wartime economy know this better than anyone else, and we know the price we must pay for this privilege is to do our part individually and collectively, to re-direct this power of knowledge along lines that are socially acceptable and democratically constructive.

The surest hope for a better world in the post-war period lies in our Universities, Colleges, and the graduates of these institutions of learning. We must work to achieve the broadening of the universality of knowledge until it includes all classes of mankind; democratic reasoned progress will then take the place of impulsive dictatorial action.

During this four years of 'all-out' war effort, our country has gained a place of prestige among the allied nations. Canada's per capita production of the instruments of war has been highest among all nations; she has combatted the inflationary trend of rising prices with greater efficiency than any other country; her men have been outstanding in all the fields of battle and have won the respectful recognition of their allies. At the same time Canada has been the most progressive in her education for a post-war world. Students have been encouraged to remain in the universities and colleges in order that they may better serve in an enormous reconstruction program.

We of the graduating class of 1944 are part of the group who have been privileged to acquire the tools and methods that will facilitate the efficiency of this post-war program. Even though many of us will now take our place in the fighting lines, our job will not be done when the last shot is fired and the soldiers go home once more. We must then do our part to help all men realize that a peace cannot be universal if we make an ethnocentric evaluation of the merits and rights of others.

This is not merely a job that can be accepted or declined, a challenge that can be met or turned aside, but an obligation and trust that must be fulfilled.

R. T. GERMANEY (Arts),
President Class '44.



VALEDICTORY - 1944

GEORGE WINSTON SINCLAIR

Today our thoughts are largely of ourselves, and I think that is understandable. Some of us have spent many years preparing for this ceremony and we are inevitably conscious of being on a lofty pinnacle, or precipice, whichever it may be. But while we are full of our own achievements, we are thinking of some others as well.

First there is the large group of men and women who would be with us tonight, but who cannot because they are busy elsewhere with very important business. The long lists in the corridors are constant reminders that the class of '44 is not all in this building. Some of them no longer have need of books to teach them the secrets of things; they have graduated before us. Others will return to find that there is a place reserved for them; to find that the college is still concerned about men and women; to find themselves not adults among children, but citizen-students among their peers.

We are also thinking of those to whom we owe our presence here. We are especially grateful, of course, to the men who have made a reality of this College, which is celebrating its hundredth anniversary. For I do not consider Sir George William College an excrescence which came into being in 1926, but as one of the normal parts of a virile and varied movement. But there are others, neither beaming from platforms not sitting in front rows.

Each of us knows who they are: parents, family, friends, teachers, who have encouraged and helped and had faith in us. Some are here tonight, others are not able to join us; still others we have forgotten not conscious of the light passing touch that steered us this way or that, or held us on our course when we were wobbling. They were all proud of us, and of our achievements; may they still have cause for pride in the future. I hope we will never grow so mighty and forgetful that we refer to ourselves as self-made; each of us knows how false that word would be.

Standing before this most solemn company, I hope I will be pardoned if I take a text for my remarks tonight. An elder eclectic wrote:

"It is not sufficiently considered how little there is in most men's ordinary life to give any largeness either to their conceptions or to their sentiments. Their work is a routine; not a labour of love, but of self-interest in the most elementary form, the satisfaction of daily wants; neither the thing done, nor the process of doing it, introduces the mind to thoughts or feelings extending beyond individuals."

These words were written a hundred or so years ago; how much more true are they today of our highly specialized industrial and commercial society.

I would like to suggest that the most important function of this College is not to graduate potential chemists, accountants or historians. It is to provide in some measure that largeness which is lacking in men's ordinary life. I speak to you as an evening student; one who, with hundreds of others, has left a factory or shop at 5:30 to race to a class at half past six, to find there not more drudgery (as it might appear to an onlooker) but mental and spiritual stimulation and satisfaction denied by the daily grind.

This is not a trifle. There are thousands of jobs which by their very nature are not mentally challenging, and I see no end to them. Books must be kept, letters must be typed, and someone must do these things. Most of us must work to eat, and the work we get paid for will often be below our abilities. But the hours off the job are our own, and with the help of such a place as this College we can make of them what we will.

There is a passage in Barrie's play *Mary Rose*, in which the Blakes are talking with the ghillie Cameron, who has confided to them that in the winter he is a divinity student.

—Is your father a crofter in the village?

—Yes, ma'am, when he is not at the university of Aberdeen.

—My stars, does he go there too?

—He does so. We share a very small room between us.

—Father and son. Is he going into the ministry also?

—Such is not his purpose. When he has taken his degree he will return and be a crofter again.

—In that case I don't see what he is getting out of it.

—He is getting the greatest thing in the world out of it; he is getting education.

I think Cameron's attitude toward education would be completely understood by many students of this College, who are not here because they are dissatisfied with their station in life or with their job, but because they want to add something larger outside it. I think Montreal will be a happier place when more of its people have a chance to use their minds more fully than they do at present, and to use some of the potentialities that are now idle. We are told that it is good for a sedentary worker to get out in the evening and bat a ball around. I think it is good for a routine worker to bat an idea around after he has added the last column for the day.

I think Sir George Williams College will increasingly be regarded as a place where ordinary people can come to enlarge their sentiments and conceptions by learning more about themselves and the society and world in which they live. I think they will not want to be pampered by barren series of popular lectures, but will want the intellectual stimulation of really getting into the subjects labelled Sociology, Biology, Psychology, and so on.

As a science student I naturally have no wish to minimize the importance of knowledge. We have spent many years in pursuit of some. That is a good thing. Not only for itself, although I think it has an absolute value, but because the world pays off on it, and we like to eat. But today, when we are very conscious of having passed 21 courses, let us remember that they are not the most important thing.

The taking of courses for the acquisition of knowledge is only one of the ways in which largeness can be attained. More important, and more potent, is the simple act of association with large and alert minds. I believe the mere spending of 52 hours with Dr. Bridges may be more important than learning some psychology. I am sure that meeting Prof. Hall once a week is far more important than getting a smattering of science. We will forget psychology, but we will learn and remember the open-minded and selective attitude. We will forget what Bourassa said in 1843, but we will remember learning careful objectivity. We will forget what kind of plant *Amphioxus* is, but we will remember an example of thoroughness and precision of mind. We will forget which way blood goes through the liver, but how many unacademic things have we learned from the Dean which we will never forget.

So I suggest that the important things in this College are those which never appear on diplomas. Things which can only show, and be passed on, in our living, if we have truly learned them.

What do you think endures?

Do you think a great city endures?

Or a teeming manufacturing state? or a prepared constitution, or the best built steamships?

Or hotels of granite and iron? or any chef-d'œuvres of engineering, forts, armaments?

Away! these are not to be cherished for themselves.

They fill their hour, the dancers dance, the musicians play for them,

The show passes, all does well enough of course,

All does very well till one flash of defiance.

A great city is that which has the greatest men and women,

If it be a few ragged huts it is still the greatest city in the whole world.

And nothing endures but personal qualities.

Mr. Chairman, because this College has always concerned itself with those personal qualities making for true greatness, we are particularly proud to be your graduates.

THE VALEDICTORY OF RICHARD HILLARY

(To the class of 1944, everywhere.)

I am the last fighter pilot
of the Battle of Britain;
an anachronism waiting for his flight to die.
In the schools when I grew up
there was no freedom,
only words.
I didn't know it,
and it didn't matter.
But when I went to war I discovered
I fought with unbelief, for banners without marks,
with faith, but no real Faith,
for I was of the submerged generation—

men who sometimes tilt a stool
and rakishly look out from windows,
or sit and gaze into space—
just staring—not even thinking—
and then with nothing done, undone,
dawned or ended,
rise and leave happy—
time consumed
duty routined, bridged
void flexed, straddled
and the vacuum transubstantiated.

But as they walk,
the eye follows them
into all places (the home and the conventicle)
and strafes their actions
with the world's conscience—I staring
accusingly after them.

The reason why I also found
amidst accusations, inarticulate and true,
(vandal, vandal twice rewarded)
for dropping bombs and hacking milestones)
but come too late to save me from vulgarity at 23.

When youth grows old
and never takes up arms against decay
then when it dies obituaries
are carved for it amidst the names
of those who died respectably.

HARRY GARFINKLE

CLASS



HAROLD BELL — Science.

General Activities: Social Committee '41-'42, Ski Club '41-'42, Georgiantics '42, Inter-Faculty Basketball, Chem. Lab. Demonstrator.

Office: Representative S.U.S. '41-'42.

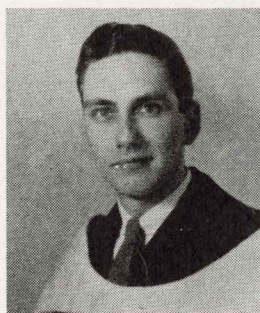
Interest: Life and its Complications.

Former Education: Strathcona Academy, Macdonald College.

Hobby: Living.

Future Plans: Industry.

Occupation: Seeking Utopia.



DONALD BERRINGER — Arts.

General Activities: Inter-Faculty Basketball, volleyball, badminton.

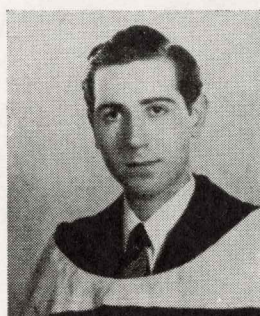
Offices: Sec'y S.U.S. '43-'44, Pres. Debating Club '43-'44.

Interests: Wine, Women, Song.

Former Education: Bloomfield High School, St. Mary's College, Halifax.

Hobbies: Doing Y.M.C.A. work and catching the Chicken Pox.

Future Plans: Being an Intelligent Business.



PERCY T. BLACK — Science.

General Activities: Free Service to the Under-dog, Oppressing the Oppressor; and the General Search for happiness through Hedonism.

Offices: Sec'y "Cercle Français", '40-'41, Sec'y "Esperanto Club" '40-'41, Pres. "Cercle Francais", '42-'43.

Interests: Knowing (trying to) the two M's... "Me" and "Man".

Former Education: Nothing to brag about.

Outside Interests: How to reform the World in two short lessons, and Dreaming of Sir George Williams University.

Other Information: Tries to practice what he preaches.

Hobbies: Plays (?) piano and violin when nobody is listening, studying the stars — has recently made discovery of Big Dipper.

Future Plans: To seek method of retiring early.

Occupation: Alchemist.



HAZEL CHANDLER — Arts.

General Activities: Secretary, Graduating Class.

Offices: Vice-Pres. E.F.W.S. '40-41. Pres. E.F.W.S. '41-'42, 1st Vice-Pres. E.F.S.S. '42-'43.

Former Education: Victoria School, High School for Girls, Miss Grahams Business College, Completed General Proficiency Course, Life Insurance Institute of Canada.

Hobbies: Letter writing, knitting, packing parcels for overseas.

Future Plans: Master the art of cookery.

Occupation: Secretarial position, Sun Life Insurance.

OF '44

ABE CHAZIN — Science.



LOUISE E. DANIELS — Arts.

General Activities: College in general.

Interests: Music and sports.

Former Education: Royal Arthur, and High School for Girls.

Outside Interests: Teaching children music, badminton, bowling.

Hobby: Playing the piano.

Future Plans: To study music.



ALPHONSE DEROSSO — Arts.

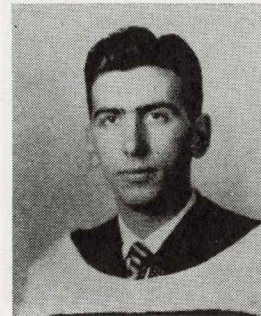
General Activities: Georgiantics, Political Problems Club.

Former Education: D'Arcy McGee High.

Interests: International Relations.

Hobbies: Music, sports.

Future Plans: Post-graduate work at Harvard.



ANDREW DOUGLAS DEWAR — Arts.

General Activities: Basketball, Georgiantics, "Y" Fellowship Student.

Offices: Evening Division. C.O.R. Class Rep. '39-'40-'41. Athletic Chairman '40-'41, Students Council '40-'41. Day Division, S.U.S. 2nd Year Rep. '41-'42, Pres. S.U.S. '42-'43.

Interests: Sociology, groupwork.

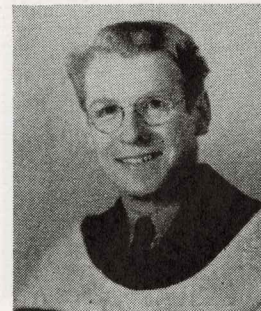
Former Education: Montreal High School, Sir George Williams Evening High School

Outside Interest: My wife and the Y.M.C.A.

Hobbies: Staying home with my wife, whistling at the office staff.

Future Plans: Going to Vancouver.

Occupation: Y.M.C.A. Secretary.



CLASS



OSCAR "ROCKY" DORFMAN — Science.

General Activities: Ski club, badminton, baseball.

Offices: Carnival Committee '44. Biology Lab Assistant '44.

Interests: Biology and chemistry and — radio —

Former Education: West Hill High School.

Outside Interests: Hmm!!!!

Other Information: You tell me!!

Hobby: Motorcycles.

Future Plans: One guess !! —



SYLVIA FELDMAN — Arts.

General Activities: Volleyball, Spanish Club.

Former Education: Yeah, Strathcona!!!

Outside Interests: Red Cross, Skiing, Listening to classical music.

Hobby: Making a collection of bows (beaus)

Future Plans: Further Spanish studies at the University of Mexico.



CHARLOTTE L. FORSTER — Arts.

Interests: ??

Former Education: Westmount High School, Macdonald College.

Outside Interests: ??

Hobby: Dobbing in Paints.

Occupation: Teacher.



BERTHA FRIEDMAN — Science.

Interests: Music, Politics, last but not least, the test-tube.

Outside Interests: Gaining a better understanding of human beings in general.

Hobby: Painting on fur.

Future Plans: Chem. Lab. work.

OF '44

HARRY GARFINKLE — Arts.

General Activities: Georgian, Literary Society, Clubs.

Offices: C.U.P. Editor '42-'43, Feature Editor '43.
Chairman Student Council '43-'44.

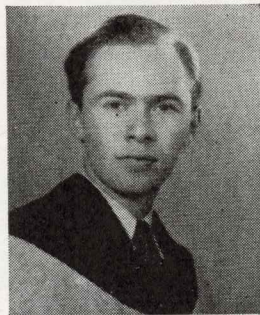
Interests: Journalism, poetry, social problems.

Former Education: Guy Drummond, Strathcona, McGill.

Outside Interests: Boy's Work.

Hobby: Hitch Hiking.

Future Plans: Teaching, Travel.



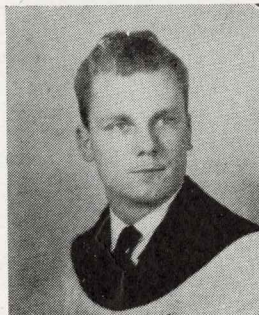
R. T. GERMANEY — Arts.

General Activities: S.U.S. '40-'41, Students Council Rep. '41-'42-'43.

Office: President Class '44.

Former Education: Fort William Vocational School.

Occupation: Director of Physical Education, Sir George Williams College.

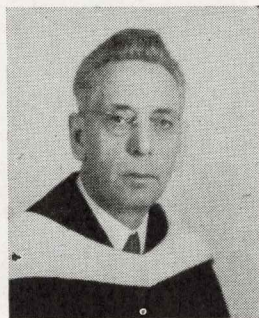


HERBERT HENRY ATHELING GILLINGHAM — Science.

Former Education: B.A., Sir George Williams College, B.D., United Theological College, Montreal.

Hobbies: Taking walks with daughter Cynthia, and enjoying the Greek Writers and our own Shakespeare.

Occupation: Minister of Main Memorial United Church, Montreal.



BETNICE A. GRAY — Arts.

Former Education: Westmount High School.

Outside Interests: Music, Reading.



CLASS



CLARA GREENWALD — Arts.

General Activities: Badminton, Volleyball, Georgiantics '41.

Interests: Sports, Record Club, Spanish Club.

Outside Interests: Social Group Work, Travelling.

Former Education: Baron Byng High School.

Hobbies: Travelling, Music (good and bad).

Future Plans: Continue studies and specialize in group work.

Occupation: Girls' Worker at Neighbourhood House of Montreal.



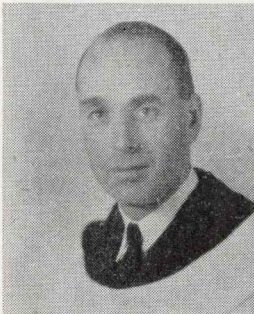
FRANK E. GREENWOOD — Arts.

Office: Class Rep. '38-'39.

Hobby: Skiing.

Future Plans: Law.

Occupation: Accountant.



HAROLD W. GROVE — Arts.

Interests: Sociology, Group Work.

Former Education: Grandview Public School (Vancouver), Merchant, Linotype School (Calif. U.S.A.) Prairie Bible Institute (Alberta), Vancouver Technical School (Vancouver).

Hobbies: Cabinet making and woodworking.

Future Plans: Knox College, Toronto.

Occupation: Ministry.



JAMES F. HARRIS — Arts.

Offices: Treasurer E.F.S.S. '43-'44, Chairman, Political Problems Club, '43-'44.

Interests: This Great Confusion.

Former Education: Westmount High School.

Outside Interests: A certain liking for economics and matter of the moment.

Occupation: Research and Development Dept. Canadian National Railways.

OF '44

JOSEPH KAGEDAN-KAGE — Commerce.

Interests: Social work, sociology, public welfare, teaching.

Former Education: Higher Educational Courses, U.S.S.R. Diploma in Commerce. Institut Technique Russe, Bachelor of Arts, S.G.W.C. '41, Diploma in Social Case Work and Social Service Administration. Montreal School of Social Work '42.

Hobbies: Study, books, helping people, travel, women.

Future Plans: Social Welfare, Reconstruction and Rehabilitation Work, Teaching.

Occupation: Social worker, head of the Single Men's Division, Federation of Jewish Philanthropies. Teacher, Jewish People's Schools, Montreal.



ROLAND H. KELLEY — Arts.

Offices: Member Students Council '43-'44, Treasurer Newfoundland Club (McGill University) '43-'44.

Interests: Public Speaking, Reading Classical Poetry, Admiring Beautiful Girls.

Former Education: High School, Brigus, Newfoundland.

Outside Interest: Skating, Y.M.C.A. Work.

Future Plans: Theology at McGill.



BERT KING — Arts.

General Activities: Pres. S.U.S. '44.

Interests: You and me — All of us — Birth even Death, but most of all what happens in between.

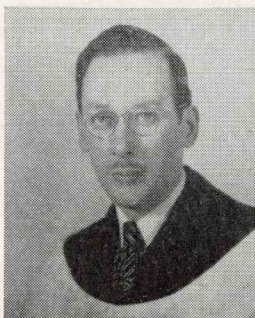
Former Education: Rothesay Consolidated High School, Mount Allison Commercial College.

Outside Interests: Same as above.

Hobbies: See below.

Future Plans: Theology, McGill or Chicago.

Occupation: The Ministry.



JACK LEWIS LAZARE — Commerce.

General Activities: Inter-Faculty Basketball, volleyball, debating.

Offices: Pres. Book Co-Op. 1944, Treasurer S.U.S. '43-'44, Treasurer Economics Club '44, Treasurer Graduating Class '44.

Interests: Other people's children.

Former Education: Westmount High School.

Hobby: Collecting money for different groups.

Outside Interests: Being an agent for the S.P.C.A.

Future Plans: Armed Forces.



CLASS



GLORIA ANNE LEVINE — Arts.

General Activities: Georgiantics '40-'41, '41-'42. Volleyball '42-'43. Initiation Programme '42-'43, Graduating Yeak Book Committee '43-'44.

Interests: Reading, music, psychology, sociology, social problems in general.

Former Education: Montreal High School.

Future Plans: Post graduate work in Personnel Management.



ELIZABETH MERSON — Arts.

General Activities: Very general.

Office: Art Editor of '43 Annual.

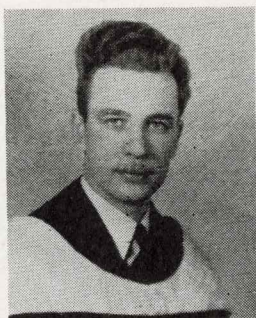
Interests: Holding everyone else's interest.

Former Education: What ! do I have to tell.

Outside Interests: ?!?!?!! — (Oh boy).

Hobbies: Arts, ballet dancing, collecting men?

Future Plans: Psychiatric social work.



WESLEY ALFRED MORRIS — Arts.

General Activities: Basic Training Corps '41-'42, Hockey '42-'43, Harvesting '42, Badminton '43-'44.

Offices: War Council '41-'42, Vice-President S.U.S. '42-'43, Chairman Book Co-Op. '42-'43, President Theological Society '43-'44, Chairman Graduating Class Year Book Committee '43-'44.

Interests: Hockey, Discussion Groups, Badminton.

Former Education: Commercial High School, United Theological College.

Outside Interests: Lilian!! Vice-President United Theological College Student Society, United Church at St. Eustache-sur-le-Lac.

Hobbies: Photography, Music.

Future Plans: Going to marry Lilian — Theology.

Occupation: Student Missionary.

Other Information: "The fool hath said in his heart, There is no God".



PEARL NEBACH — Arts.

General Activities: Georgiantics '41-'42.

Offices: Chairman of the Clubs Committee '42-'43.

Interests: People in general, psychology, progressive education.

Former Education: Baron Byng High School.

Hobbies: Knitting, aeroplane models, camp.

Future Plans: See the world, then, more studies.

Occupation: S.G.W.C. Book Store, two nights a week.

OF '44

HERBERT MOSS NIREN — Science.

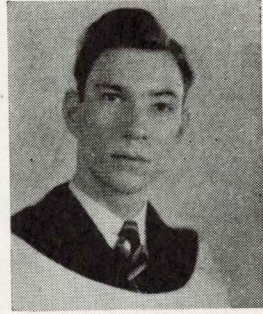
Former Education: Strathcona Academy, three years McGill University in Engineering Faculty.

Outside Interests: Mock Parliament, Public Speaking.

Hobbies: Chess, Designing machinery and furniture.

Future Plans: Move to New York City, become U.S. Citizen like my wife.

Occupation: Charge Engineering and Production Department in industrial firm.



FLORENCE D. (Mrs.) PEART — Arts.



CHARLES PHILIP PODLONE — Science.

General Activities: Music, poetry, chess, psychiatry.

Offices: Capt. S.G.W.C. Chess Team '42-'43. Executive Member S.G.W.C. Chess Club '42-'43.

Interests: Eight month old daughter, Freud, Pinel, J. S. Bach, Shostakovich, Stravinsky, Oscar Wilde.

Former Education: Aberdeen Public School, Baron Byng High School, McGill University, Montreal Board of Trade.

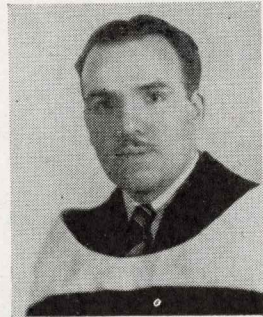
Outside Interests: Wrestling matches, hunting, snow-shoeing.

Other Information: Favourite Profs, Thompson, Bridges, Allan, Clarke.

Hobbies: Setting the Rubaiyat to music, collecting cinquains.

Future Plans: Aiming to become a psychiatrist.

Occupation: Cost Accountant.



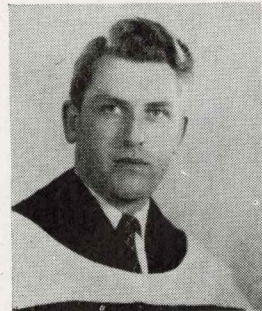
MAX READER — Arts.

Former Education: Elementary School, Bloomfield, Nfld.

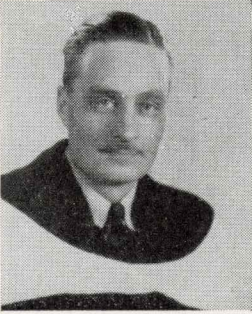
Outside Interests: Fishing, skiing.

Hobbies: Mechanics, carpentry.

Future Plans: Theology.



CLASS



GORDON W. RITCHIE — Science.

Former Education: Toronto High School.

Outside Interests: Reading, music, tennis, skiing.

Occupation: Plant Manager, Canada Dry Ginger Ale.



SARAH RIVELIS — Arts.

General Activities: Badminton, Spanish Club.

Offices: Pres. Spanish Club '42-'43.

Former Education: Graduate of Commercial High School.

Outside Interests: Skiing, aviation, bicycling (someone might think I was going places).

Hobbies: Knitting, gardening, fishing (Incidentally, I caught a few suckers).

Future Plans: Maybe work for my living for a change.



MAX SHAPIRO — Science.

General Activities: Badminton, volleyball and billiards.

Interests: The psycho-physiological make-up of The Universe.

Former Education: Baron Byng High School.

Outside Interests: My chief ambition is to know how, in any relationship with a second party, to act in such a manner as to satisfy myself and satisfy that party as well as all third parties.

Other Information: Tel. No. DO. 6122.

Hobby: To make conquest without being conquered.

Future Plans: Undecided.



LILLIAN Y. SHIMOTAKAHARA — Arts.

Interests: Music.

Former Education: North Burnaby High School, University of B.C.

Outside Interests: The Young Peoples' Society.

Other Information: (Would love to see the world!)

Hobby: Correspondence with interesting people.

Future Plans: Between a welfare worker or a business woman.

OF '44

ISRAEL SHTERN — Science.

Office: Science Club, member '41-'42 Day Division.

Interests: Science.

Former Education: Technical School in Vilno, Poland.

Future Plans: Post-graduate work in Maths, physics.

Occupation: Teacher.



HARNEY SIMARD — Science.

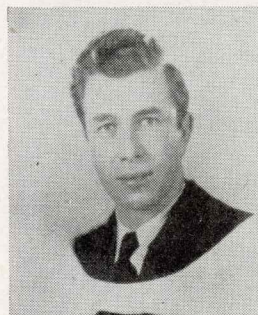
Interests: Reading, discussions, music.

Former Education: Regiofolis College High School, Loyola College High School, St. Leo's Academy.

Outside Interests: Hunting, fishing, walking in country and woods.

Future Plans: Scientific work.

Occupation: Teacher.



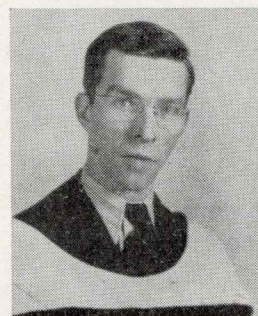
GEORGE WINSTON SINCLAIR — Science.

General Activities: Qui fut tout, et qui ne fut rien?

Offices: Vice-President and Valedictorian, class of '44.

Future Plans: Research.

Occupation: Lecturer.



DAVID G. "Tassy" SINGERMAN — Science.

General Activities: Fancy Diving.

Former Education: Baron Byng High, 1 year McGill.

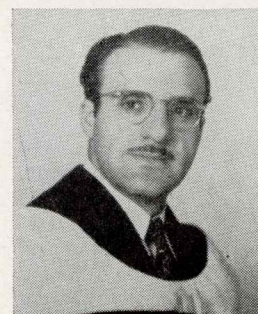
Outside Interests: Club Leader at Neighborhood House, play with string orchestra.

Other Information: Held Provincial Championships in Gymnastics and won an International Championship in diving in Cleveland, Ohio '36.

Hobbies: Music, writing.

Future Plans: Optometry.

Occupation: Teaching at Ross Tutoring.



CLASS



ESTHER R. SPECTOR — Arts.

Former Education: High School.

Hobby: Music.

Future Plans: Social Service Diploma.

Occupation: Social Worker.



EILEEN THORNBUR — Science.

General Activities: Badminton Singles, Winner, '41, '42, '43. Badminton Mixed Doubles winner, '41, Volleyball.

Offices: War Council '42-'43, 3rd and 4th year rep on S.U.S. '43-'44, Vice-Pres, Women's Club, '43-'44, Vice-Pres. S.C.M. '43-'44, Vice-Pres. Graduating Class '43-'44, C.U.P. Editor Georgian.

Interests: Social problems, music, S.C.M. '41-'44, Political problems.

Former Education: Montreal High School, Westmount Business College, Sir George Williams High School.

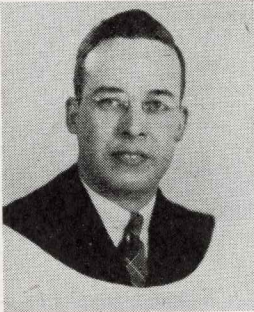
Outside Interests: Church Choir, Travelling (The Youth Hostel Way) — bike.

Other Information: Worked at Tyndale House, doing group work '40-'43.

Hobbies: Photography, reading.

Future Plans: Biological Research or Social Service.

Occupation: Social Service Worker.



GEORGE S. TOMKINS — Arts.

Offices: Pres. Political Problems Club, '41-'42, Vice-Pres. E.F.S.S. '42-'43.

Former Education: Verdun High School, Macdonald College. Extra mural work at Queen's University.

Future Plans: Post-graduate work, probably in Education.

Occupation: Teacher, Verdun High School.



RAYMOND VAILLANCOURT—Commerce.

Offices: Music Reporter for the Georgian '39, Vice-Pres. Canadian Students Assembly '40.

Interests: Human Relations.

Former Education: Classical studies at The College Bourget and College de Montréal.

Outside Interests: Music, have played woodwind instruments for several years; Flute and Clarinet in an orchestra, Piccolo in a band. Very fond of swimming, skiing, tennis.

Hobbies: Music, literature, sports.

Future Plans: Want to specialize in Personnel Administration and Industrial Relations.

Occupation: Employed by The Aluminum Company of Canada Limited in the Personnel Dept.

OF '44

JOHN EDRIC WHITE — Science.

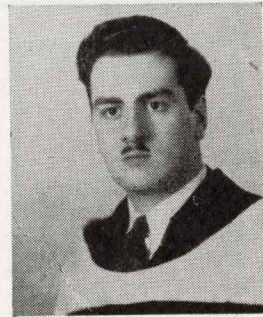
Former Education: High School Graduate in Architecture (Ecole des Beaux-Arts).

Hobbies: Water colour painting and Languages.

Occupation: Architect.



JOHN ZEYGOLIS — Science.



PETER ZIEGLER — Science.

General Activities: Physics Lab. Demonstrator '42-'43, Chem. Lab. Demonstrator '43-'44.

Interests: Trying to keep Chem. lab. clean.

Former Education: Theresianum Academy, Vienna, Austria, Mergate College, Kent, England.

Outside Interests: Tennis, Current Events.

Hobby: Stamp Collecting.

Future Plans: Chemistry work.



J. P. SWEIG — Science and Commerce.

General Activities: Student.

Offices: Vice-Pres. Cercle Français '42, Accountant and Collector of Revenue, Publications Comm. '42.

Interests: Science, social and political problems, psychology and philosophy, mathematics, human relations.

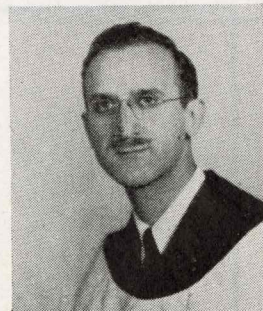
Former Education: Baron Byng High School — McGill.

Outside Interests: Sports, (skiing, fencing, badminton) Music, Literature.

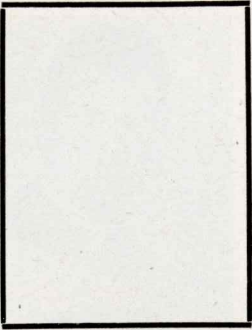
Hobby: Boy's Club Work.

Future Plans: To help win the war.

Occupation: Civil Service.



CLASS



HARRY ROBERT BEWES — Arts.

General Activities: Studies.

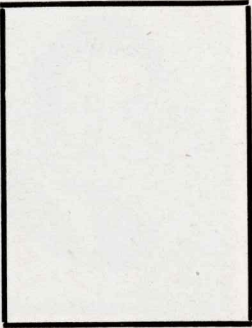
Former Education: High School Matriculation and Associate in Commerce.

Hobbies: Rug making and reading.

Future Plans: Certified General Accountant.

Occupation: Assessor, Dept. of National Revenue, Income Tax Division.

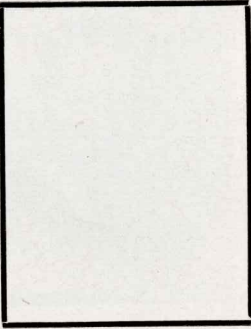
Outside Interests: Travelling, — when time permits.



J. GORDON FULCHER — Science.

Former Education: B. Commerce — McGill.

Occupation: Employee of C.I.L.



BERNARD (Bill) HYMOVITCH — Science.

General Activities: Georgia Carnival, Georgiantics, Badminton.

Offices: War Services Committee '42, Debating Committee '42, Georgia Carnival '44.

Interests: Psychology, Medicine, Group Work.

Former Education: Baron Byng High School.

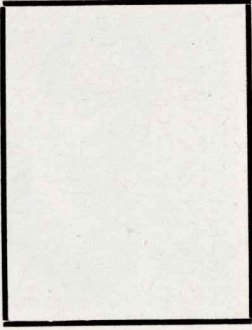
Outside Interests: Drama, Debating, Adult Education and Politics.

Hobbies: Wine, Women and Song. Hypnosis and Mental Telepathy, Billiards 107.

Future Plans: Medicine, Psychology, or What have you?

Occupation: Student, Y.M.H.A. Jr. & Jw. Supervisor, Bombardier (R.C.A.).

Other Information: Winner of the Lande Scholarship in 3rd year, Georgiantics Comedian '42 (One man in a barrel) 1400 youngsters in his care.



HERBERT C. LANSDELL — Science.

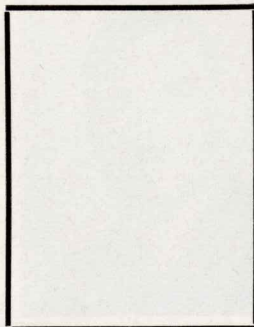
OF '44

WILFRED WHYTE McCUTCHEON—Arts.

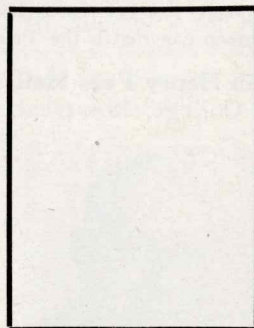
Former Education: Completed High School in 1938 at Commissioners' High School, Quebec City. In fall of '38 entered Macdonald College. Graduated from McGill University in class of '42 with B. Sc (Agr.). Came to Sir George in June '42 and took B.Sc degree in '43.

Future Plans: Uncertain, Post graduate work (I hope).

Occupation: Dominion Bridge Company, Limited.



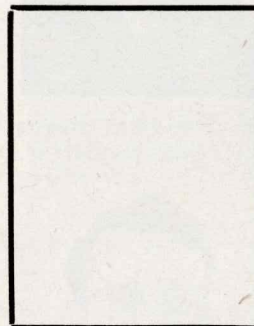
MICHAEL ORTENBERG — Science.



RUTH ROSENBERG — Arts.

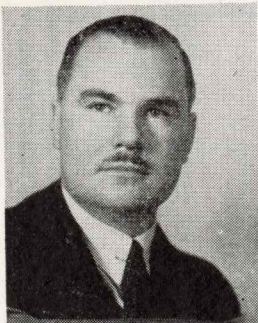
Hobbies: Listening aridly to D. B. Clarke on "Art"?

Occupation: Social Service.



FACULTY

Dr. Kenneth Everette Norris, B.A., M.A., Ph.D. (McGill)



Principal since 1936. To the many posts he holds, has just been added the Presidency of the Quebec Section of the Canadian Psychological Association. His chief hobbies, next to his work at Sir George, are golf and his summer home. Typical of the Principal is the story he tells about himself when his own crop of potatoes failed while those of his neighbour flourished because his neighbour learned to use the right type of fertilizer in the high school course of Natural Science taken at Sir George. — I haven't asked the Principal whether he has taken the course since.

Despite the fact that the Principal is often found indulging in a game of volley ball, no over ambitious freshman, ignorant of his personage, has yet reproached him for faulty playing — probably because so few freshmen can match the Principal's game.

Dean Henry Foss Hall, B.A. McGill; L. R. E. Diocesan Theological College, Montreal.



When asked about his hobbies he said, "My job is my hobby." He spends most of his time attending meetings, and in between, going to meetings.

In addition to the College he is associated with the governing boards of four other educational institutions. He is a member of The Royal Astronomical Society of Canada.

His greatest habit is doodling, but "strictly sober".

His secret vice is collecting pencils and his chief interest is the Students of Sir George Williams College.

Prof. Douglass Burns Clarke, B.A. (S.G.W.C.) M.A. McGill.
Acting Registrar.



He has been on the teaching staff of S.G.W.C. since 1937. He has just received his M.A. from McGill in psychology. In the past year he has become Acting Registrar in the absence of E. F. "Ted" Sheffield. He has been affiliated with drama groups for a great many years, having been in charge of the "Sir George" Drama Work Shop. He has worked with the M.R.T. and the Y.M.H.A. and other groups. He was Staff Director of Georgiantics '42.

In connection with his new position as Acting Registrar, he states "He was promoted to Office Boy, or condemned for the Duration.

His hobby is his record library.

His great ambition in life is trying to find time to spend a week in a hammock with a jug of lemonade and a good detective story.

He says he will smoke anything and at any time, and we add, "and anybody's". His secret vice is using bath salts.

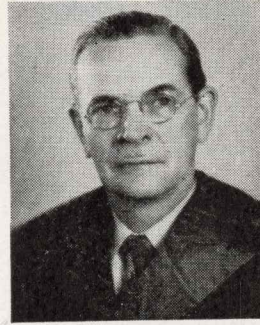
COUNCIL

Dr. James Wilfred Bridges, B.A. McGill, M.A., Ph.D. Harvard.

He has taught at Ohio State University and Toronto University.

After receiving his Ph. D. he was affiliated with a psychopathic Hospital at Boston. He worked at Clarke University and McGill Medical Faculty. He has been with Sir George since 1941.

He studied under Hugo Munsterburg, Father of Applied Psychology in America, and under R. M. Yerkes. He is the author of "An Outline of Abnormal Psychology." "Psychology Normal and Abnormal." "Personality, Many in One." and "Meaning and Varieties of Love." His Hobbies and Interests: Mainly anthropology, and especially "Art and Archaeology."

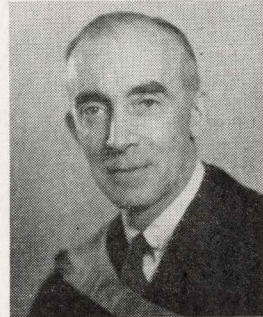


He loves to travel and "he has seen the world." He is extremely interested in the strange beliefs that people have that are based on inadequate knowledge, and the way they are ready to fight for these beliefs. He claims he is still learning from his students. "I am still a student and derive great pleasure from my students." when asked about any excentricities, he replied that if he has any he hasn't noticed them. His heart is really in the South, but he wouldn't give up his teaching. He has occasionally switched to orange juice. He would say that he likes the philosophical discussions over the cups.

Prof. Claude W. Thompson, M.A. (Oxon)

Senior Professor in the Humanities Division. To his already heavy duties, the fostering of the new collection of Canadiana has been added. Though this new endeavour should bring much happiness to the collector, for it is the realization of a cherished dream, yet it also brought with it some sorrow which is exemplified by the following quotation:

"I have been lucky enough to know many of those whose books we read. During the past year some of these important figures have passed away, —Stephen Leacock, Sir Charles G. D. Roberts and Archdeacon Frederick Geo. Scott, from all of whom I received encouragement and help".



Prof. Thompson has made that encouragement and help the heritage of the students of Sir George.

Dr. J. Stanley Allen, M.A., U.B.C., Ph.D. McGill

Senior Professor in the Science Division, and lets everybody know it.

He teaches political, social (CCF) economy. The course may be taken for two credits if you register for chemistry 101 and physics 101. He still comes his usual 20 minutes late for every lecture and keeps the class 30 minutes extra. "Why should they kick, they are getting something for nothing!!

He's really a swell guy and liked by all the freshmen. He's a member of the CCF.





HONOUR

AARON, Jacob
ALGAR, Frank I.
ANDERSON, F. C. P.
ATCHISON, Geo. W.
ATTO, F. Blake

BAILLIE, Wm. H.
BAKER, Lorne R.
†BARR, Chas. F.
BARRETT, Clayton K.
BARKER, Geo. N.
BASSEN, Milton
BAUM, Seymour
†BELLEU, Henry B.
BERKSON, Nathan
BEST, J. Edward
BEVERIDGE, J. W.
BICKERDIKE, Chas. B.
BIEFER, Gregory Jas.
BINNIE, Alfred
BIRKS, Victor
BIST, Alfred Chas.
BONYAN, Vernon H.
BOURBONNIERE, R.
BOURKE, Guy
BOURQUE, Maurice
BOVERAT, Maurice M.
BOWE!, V. O.
BOYD, Edgar R.
BOYNTON, John C.
BRACE, E. Brochman
BRAINERD, Paul C.
BRAY, Leonard
BRECHENRIDGE, John
BROCKHURST, Norman
BROOKNER, Jack
†BROVENDER, Jack
BULL, N. Frank
BULLEN, George
BURMAN, S. S.
BURTON, Edward C.
BYE, Edith G.
BARRY, D. B.

CAMPBELL, David
CAMPBELL, Kenneth D.
CAMPBELL, Malcolm G.
CANE, Harold
CARNIE, James
CARROLL, L. C.
CARTER, Ernest
CARTER, Robert
CHMBERS, Russel G.
CHANDLER, Hector
CHANDLER, L. D.
CHAPMAN, Reginald G.
CICERI, Leo Armand
CLARK, Douglas C.
CLARKE, M. G.
CLARKE, R.
CLASPER, J. P.
CLANDENNY, David R.

COCK!ELL, Lester F.
COHEN, Sydney J.
COLUCCI, Joseph A.
COOPER, Thos W.
COTE, Eve
CROSS, Walter J.
CUMMING, Albert
CYPHOT, Hector

DE BREYNE, Arthur
DE LORIMIER, Hébert
DENGLE, Daniel V.
DERRICK, Jas. C.
DODGE, William
DUHAINE, Jean Paul
DUNDASS, C. H.
DUSTEN, Kenneth

EASTON, Robert W.
ECHENBERG, Harry
ECONOMIDAS, Jno N.
EDGERLY, Gerald N.
EGLI, John
ELDER, Alexander T.
†ELLIOTT, Gordon V.
ELLIOTT, William
EDMISON, J. Alex

FAIR, J. P. Victor
FARLEY, Howie
FERGUSON, Alex
FIELER, J. I.
FINDLAY, Grace
FINEBERG, Alexander S.
FISHER, Weston C.
FLAHERTY, Burell
FLITTON, Ralph J.
†FLITTON, Robert D.
FORD, W. M.
FORSYTH, George
FOWLER, E. C.
FRANCIS, C. Lloyd
FRANKLIN, Albert F.
FREDERICK, Bruce
FREUNDLICK, Max
FROLICK, Seymour J.
FROSST, Clifford E.
FURNESS, Herbert W.

GAGNON, Aurele
GALL, John D.
GALL, Watson P.
†GANNON, Stephen
GARNEAU, Gilbert
GARROW, B. A. J.
GASCO, William A.
GIBB, Arnold
GILL, E. F.
GITTES, Clifford
GOAT, James F.
GODOVITCH, C. Z.
GOMBERG, Albert

GOODSON, Jack
GORDON, Jacob
GORE, James D.
GOSS, George C.
GOUGH, W. A.
GOW, E. M.
GRANT, W. John
GRAVEL, Jean T.
GRERNWALD, I.
GRIFFITH, H. A.
GROOM, John H.
GUITE, Jean P.
GURSKY, Charles

HAINNEY, Alexander I.
HAINS, Donald J.
HALL, Lawrence A.
HALL, Donald
HARDCASTLE, Wilfred
HARRIS, Irving
HARRISON, John R.
HAWKINS, Wesley C.
HAYS, R. D.
†HERMITAGE, Arthur G.
HEWLINGS, Winston G.
HIGGINS, Gordon
HIGGINSON, J. W.
HINTON, Richard D.
HIRSHBERG, Jack
HOLMES, Robert S.
HOLMESTED, John E.
HOUGHTON, Charles R.
HUDES, Solomon E.
HUNTER, Stuart D.
HUNTER, William C.
HUPFIELD, John R.

INNES, William D.

JACKSON, A. J.
JAMES, GORDON
JARDIN, Alexander G.
JEWELL, Jack B.
JOHNSON, Arnold L.
JOHNSON, Gordon W.
JANE, Hugh D.
JONES, Ralph L.
JONES, W. E. R.
JONES, C. W.

KAPLANSKY, D. S.
KASTNER, John W.
KELLY, J. I.
KELSEY, Walter L.
KENNEDY, Allan C.
KIERAN, Frederick F.
KING, Rowland
KIRNER, Gustav A.
KIDD, John P.
LARRON, Chas. A.
LAVERY, Wm. H.
LAWSON, J. V.

ROLL



LAWSON, Tom
LAZARE, J. R.
†LAZARUS, John S.
LAZOWSKI, John H.
LEBEAU, Marshal F.
LEFEBVRE, Andre
LEISHMAN, Allan K.
LEITH, Henry E.
LEONARD, Vincent
L'ESPERANCE, Paulette
LIEBER, Jacob
LINTON, Ralph D.
LIVINGSTON, Theo H.
LOCKING, David A.
LUTTERAL, Thorne
LYNES, Wm. E.
†LEVITT, Samuel

McCONVEY, James
McDONALD, Jno A. C.
McGAIN, A. S. W.
McGOVERN, D. J.
McGOWN, W. F.
McGRAIL, Kenneth W.
McINTRE, J. A.
McKELLAR, S. S.
McKINNEY, Gordon H.
McMAHON, Edmund A.

MACCULLOCH, Donald G.
MACKAY, Duncan B.
MACLEAN, Ronald C. S.
MACRAE, E. Douglas
MAHONEY, Gerald M.
MARKOW, Jack
MARTINELLI, John W.
MATHEW, Wm. B.
MEYER, Olaf
MIEDEMA, Louis
MIRABEL, Richard
MITCHELL, Eric B.
MITCHELL, Herbert
MITCHELL, Joseph
MONTGOMERY, Ross H.
MORGAN, Gerald
MORISSETTE, Andrew
MORRISON, Kirk
MORRISON, Jimmy
MORTON, Wm. N. W.
MUNK, Jan
MORROW, Leslie D.

NADLER, Samuel

†O'BRIEN, Patrick G.
O'DELL, G. G.
O'ROURKE, F. P. Donald

PARKIN, Emile
PARKIN, Wilbur
PATTON,
PERCIVAL, Wilbur W.
PICARD, R. L. M.

PIERCE, Ross A.
PIKE, Walter H.
PORTER, Jas. S.
POTTER, Harold H.
POTTER, Calvin C.
POTTER, Donald D.
PRENOVOST, George A.
†PYPER, Kenneth P.

QUINN, D. S.

RAKITA, Louis
RASBERRY, Leonard
REDWOOD, C. P.
REID, A. Lawson
REID, T. Telford
REIFFENSTEIN, George E.
RESNICK, M.
RICHARDS, H.
RICHARDSON, L. B.
†RIDGWAY, Cornell
ROAST, Kenneth
ROBERTS, F.
ROBERTS, J. Grant
†ROBERTSON, Bonar L.
ROBERTSON, Chas E.
ROBERTSON, Jack K.
ROBERTSON, John L.
ROBINS, Michael
ROBINSON, James F.
ROBINSON, John W.
ROBINSON, J. N.
ROSS, Geo. W.
ROSS, Lorne E.
ROY, Wm. Chester
RONCIMAN, Walter A.
RUNTE, Albert W.
RYAN, L. Leonard

SALVATORE, Anthony F.
SCHIERBREK, Jergen
†SCOTT, Stanley
SHANTZ, Murray B.
SHEFFIELD, Edward F.
SHEPARD, Richard J.
SHERIFF, Roger
SHORE, Alfred
SCHRIAR, Rupert J.
SHUSTER, Isadore
SILVER, Sidney
SIROIS, Bernard
SKILLEN, Robt.
†SLACK, Geo. A.
SMEE, Edgar E.
SMITH, Guy
SMITH, Walter J.
SODEN, Jas R.
SORFER, Melvin
STACEY, A. J.
STARK, Bagie, M.
STEGAN, G.
STEINBERG, Daniel

STEVENSON, H. W.
STEWART, D. H.
STEWART, J. Gibb
STOCKDALE, Alexander
†STREDDER, F. Owen
STOART, Elaine
SUTTON, Wm. J. L.
SWETMAN, Wm. H.
SWINDEN, W. W. Jr.

TEDLIE, J. A.
TELFER, Wm.
THORN, Gordon W.
THOMAS, E. J.
THOMPSON, Clayton G.
THOMPSON, C. M.
THOMPSON, Muriel
THURBER, A. C. Jr.
TOOBY, Norman D.
TRUDEL, Philippe W.
TUPPER, T. A.
TURMAU, Marcel

ULLEY, Eric
URQUHART, Alan
URQUHART, Ronald

WALADE, Clarence
VAN Bommel D. J.
VARLEY, Norman
VERDIER, Hanrik
VERDIER, Paul

WADDELL, Maxford J.
WALES, Freda
WALLEY, Kenneth M.
WALSH, B. McK.
WARD, Arthur
WARD, Richard P.
WATSON, Allan
WATSON, Harvey C.
WATSON, Roy
WATSON, Wm. S.
WATT, Grahame
WEBSTER, E. C.
WEINBAUM, Michael
WEINSTEIN, Fred
†WHATMORE, S. F.
†WHEATLEY Collin K.
WHESTON, E. J.
WILBY, E. J.
WILKINSON, Alvin W. C.
WILLIAMS G. A. T.
WILLIAMS, J. Harold
WING, Donald R.
WOODWARD, C. P.
WYLIE, Joseph
WYNDHAM, M.

ZACHON, E. D.
ZAWACHI, E. S.
†Died on Active Service.

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- { 32 }

BACCALAUREATE SERVICE OF THE CLASS OF 1944



Sunday May 28th, 1944

ORGAN PRELUDE

CALL TO WORSHIP

HYMN

Number 81 (tune Maryton)

LESSON

Epistle to the Romans: 12.....Hazel Chandler, Arts '44

PRAYER

Led by A. E. King.....(Arts '44)

HYMN

Number 112 (tune Melrose)

ADDRESS

Dean Henry F. Hall

HYMN

Number 130 (tune Ellers)

BENEDICTION

ORGAN POSTLUDE

Ushers:

RICHARD T. GERMANEY (Arts '44) Class President
CHARLOTTE FORSTER (Art '44)

Organist:

EILEEN THORNBUR (Science '44) Class Vice-President

A WORD TO THE CLASS OF '44 FROM THE ASSOCIATION OF ALUMNI



Very shortly now, you will be donning cap, gown and hood to be pronounced a Bachelor of Arts, Science or Science in Commerce. What a day that will be! Your dream of years will be a reality at last. You will be very proud. You will be a College Graduate. You will have a degree.

Academically, this degree will be a goal you have won or a milestone you have reached; educationally, it will be no more than another day on the calendar of your life. But when the tumult and the shouting of the ceremony has died, a change which you are not expecting will come over you just as surely as it has come over every graduate before you. You will be filled with a sort of sadness that you have never felt before. You will realize for the first time that while you were busy "getting educated", the Spirit of Sir George was quietly but steadily and indelibly implanting itself within you and that now it is drawing you back like a magnet — to the Chapel — the Library — the "Trough" — the Book Store — the Science Lecture Room — to the very walls of the corridors. It will not be so easy to say good-bye to all these things!

But you needn't say good-bye to any of these things, for the graduates who went before you were filled with this same feeling, and have perpetuated it in the Association of Alumni. This is an Association where old friendships can be renewed and new ones with a mutual background made. But it is more than that. It is an Association of graduates who have been steeped with a common spirit and imbued with a common purpose "to fight for the honour of your College name".

This brings us back to that degree of yours. Just what is it worth? Certainly it cannot be measured directly in dollars and cents. What sort of a yardstick, then, are we to use to measure its merits?

The worth of a University or College degree is measured by the yardstick of public opinion whose units are success and failure, and its value is the algebraic sum of the reputations of each and every one of its graduates. The value of *your* degree depends upon *you* and upon me. *We have* the power to make it what *we* want it to be, and the value it will have to-morrow will depend upon what *we* contribute to it today.

To the graduates of 1944, then, I would say this: Join your Association of Alumni and fight for your Alma Mater as she has fought for you during your undergraduate years. Then it was her pleasure to serve you: — now it is your privilege and duty to serve her. Get out and show the world the kind of stuff Georgians are made of. Show it that we have what it takes — and then some. Be proud of your College and it will be proud of you. Most important of all, hang on to that Georgian Spirit, for, believe me, there is no other like it.

On behalf of the Association of Alumni of Sir George Williams College, I extend to you at once our heartiest congratulations and best wishes for your success, and the warmest of welcomes to our midst.

Sincerely,

Alan R. Finlayson, B.Sc. '37.

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GEORGIAN BASKETBALL

By *Glenn Wood*



As captain of the Georgian Basketball team it is my pleasure and duty to thank the College and the student body for the support tendered us this year.

We have had a successful year despite the descending of the 'hand of fate' in the finals. We were the only team to beat the Oilers this year in the M.B.L. Sportsmanship was always uppermost in our minds even to the extent of sacrificing a game. In this respect, I would place the R.C.A.F. Wireless School second to us in the League. In competition of any nature, I firmly believe that sportsmanship is the highest attainable goal. We feel that we have reached this goal.

Our College is as yet a very young institution of learning but is progressing quite rapidly. We first had a basketball team here seven years ago when the registration was very small. For two years they played only exhibition games and practiced tediously. In the 1939-40 season they were sufficiently organized to enter the M.B.L. Intermediate Loop, winning over all other colleges but losing out to Westmount 'Y' in a very hot and closely contested play-down series.

The next year they entered the Intermediate section again and came in second place. In the playoffs against Kik they really had to fight as they never had before. Lloyd Welton, Rip Jonas, Hy Rocklin, Hughie Stevenson, Murray Shantz, and Doug Bullock were the main-stays and were up against such players as Etcovitch, Ditzkofsky and Joey Richman. After winning the M.B.L. crown they journeyed up to Quebec City and copped the Provincial crown. The 1941-42 season was so successful that it was decided that we should enter the Senior M.B.L. in 1942-43. This proved to be a big step and was quite unsuccessful. However, this year we came back very strong with that fighting 'Georgian Spirit' to place second in the playoffs.

Out of eleven league games this year we won seven. Exhibition games were played with Valleyfield and also McDonald College, the team tasting victory in each. We endeavoured to get games with Queens University and with the University of Toronto. Neither were anxious to play because, as they say, their gyms were being used by the army. It is hoped that next year we can get games with them and not have to contend with the army.

I would like to thank all the players for their great efforts and co-operation that they have shown to both Dick and myself throughout the year.

Moe Brenhouse brought his many years of experience to the fore, and did a good job of coaching the team as well as snatching several games out of the fire with his timely and deadly shooting.

Steve Armstrong was on hand to lend his valuable knowledge of basketball, gained through several years of playing and coaching experience. He helped coach the team when it needed it most, and his playing had a bolstering effect on the rest of the squad. Ambidextrious, he is regarded as one of the most dangerous men in the M.B.L., and has been with the Georgians for six years.

Sammy Roth, enjoying his first year in Senior competition, proved to be a decided asset to the team. A product of the Y.M. H.A. Intermediates, he played a stellar role for the Georgians all season reaching his peak in the playoffs. He's definitely going places.

Lance Hudson, the coolest man on the team taking everything with a grain of salt and plugging away continuously, is a master of one-handed shots, and demonstrated this ability continuously throughout the season. Lance has played basketball up and down the West Coast for several years, and the Georgians were very fortunate to obtain his services. The only unfortunate part about him was that his position in the Transport Command called him out of town so frequently.

Norm Burnett, bringing his six feet, five inches from the University of British Columbia, worked into the plays very well, and his height was a definite asset to the team. A knee injury kept him out most of the season but he was back and going strong for the finals.

Chick Gursky is a former Loyola man, having played both football and basketball there. This was his third year on the team, and his consistently spectacular guarding saved many games, especially in the semi-finals against McGill, while it proved a severe stumbling block to Oilers in the finals.

Nick Credico, an R.C.M.P. man, has proved himself a steadying influence on guard, and his long shots rank with those of Steve Armstrong and Moe Brenhouse.

Clary Birchfield, who has seen most of his football and basketball action in the States, is to be given credit for his attempts to better the team, and his persistent plugging has proved that he has what it takes.

Thus the Georgians have earned a name for themselves, and it is to be hoped that next year's team and all others to follow, will keep up the good work which has gained them such recognition.

SOME PROBLEMS OF RECOGNITION

By George S. Tomkins (Arts)



The problems associated with the recognition of Sir George Williams College have long been the concern of many serious students in both divisions of our Institution. In discussing these problems I cannot claim to make the approach of an expert on this subject. I am considering it from a lay point of view, if you will, with the idea in mind of enlightening my fellow students to the best of my ability. My information is by no means complete, but, as far as it goes, it is accurate.

At the outset we should be perfectly clear as to what we mean by the term "recognition". A great many students view it from the point of view of social prestige. To them, the College is carrying out its functions if their attendance seems to meet with widespread social approval. This is a very limited, and, to be quite candid, a very snobbish way of approaching the subject. I prefer to judge the extent of recognition of "Sir George" in terms of how the name of our College is accepted in business, professional, industrial and academic circles. To hear some students talk, one would think that the College is virtually unrecognized. Yet a consideration of the facts leads one to the inevitable conclusion that Sir George has, in its short life, achieved recognition to a phenomenal extent.

It is well to keep in mind my phrase "in its short life" for we are a very, very young Institution. The first class of two students graduated only eight years ago. At that time the College was, to quote Dr. Norris, at absolute *zero* with regard to 'recognition'. Yet by 1941 no less than 31 of the 105 students who had graduated at that time had continued their education in the graduate faculties or professional schools of many Canadian and American Universities. Some of these Institutions have included such distinguished seats of learning as McGill University, University of Chicago, Columbia University and Harvard University. Our students were accepted on the same basis as students from other colleges and universities. Wherever certain conditions were made prerequisite to graduate study, they were conditions which would have been imposed upon students from the general course of any other institution. Furthermore, few universities accept a higher proportion of their own graduates into courses for higher degrees than the proportion of our graduates who have proceeded to advanced study. Undergraduates of Sir George have transferred course credits to over thirty Canadian and American Institutions. The achievement of such widespread

academic recognition has been accompanied by a steadily improving acceptance of our graduates in business and industry. As Dr. Norris has said, "Their competence has been the only proof required of the value of their degree or diploma".

What I have so far said is, I believe, sufficient proof of the wide extent of the recognition of our College. By now, most of the students who read this should be rid of some of their misconceptions. However, there is another side to the picture and it is this other side, the cause of so much anxiety to many of us, which I now propose to subject to a critical scrutiny.

There are two important forms of academic recognition not as yet achieved. The College's degree is still not accepted for the purposes of the Bar Act of this Province or for the Provincial High School Teacher's Diploma. Before such recognition can be achieved certain legal forms must be observed including particularly the securing of a second "charter" or special Act of Incorporation for the College alone, as distinct from the present charter which includes Sir George as a part of the Y.M.C.A. The many public school teachers now attending here are hopeful that this matter will be dealt with at the earliest opportunity. Frankly, many of us, including myself, feel that the College has shown a great lack of energy and concern in handling this whole problem. We understand, however, that things are moving in this direction, and we realize that there are many factors in the situation of which we are unaware, but which tend to make progress slow. I now propose to deal with some of these.

Before we could be considered a *University* in the ordinary accepted sense, it would seem that our College would need to add at least one undergraduate and one graduate or professional faculty. In addition, we must have a much larger library than at present. It is obvious that before we can do any of these things we must have the much-hoped-for new building. To many, the problem of a new building represents the crux of all the matters concerned with recognition. We shall then possess a dignity and esprit de corps which is quite impossible in our present surroundings. We shall be able to add facilities that will raise Sir George to the stature of a University. There can be no doubt that when we enter our new home, powerful, if intangible, forces will be released that will aid us in securing every type of desired recognition, including that social recognition which many students seem to crave. It is encouraging to be told that those in charge of Sir George are already concerned about this matter. It must be placed high on the post-war agenda of all those interested in education in Montreal.

I have long felt that there are certain matters that usually come under the heading of "discipline" which serve as militating factors

in securing the fullest possible recognition of Sir George. Students, particularly those in the evening division, do not wish to be treated like grade school children. Yet, there are certain measures of discipline which I believe should be imposed and which I am certain would be acceptable to the vast majority of my fellow students. Their imposition would increase the efficiency of the College's work and thus contribute directly to a fuller recognition of that work. A few of the measures I would suggest are as follows:

1. There should be a limitation on the number of courses a student may take in a given year. (Strangely enough, such a regulation is in force in the day division where it would seem to be less necessary, whereas no such provision exists in the evening division).

2. No student should receive credit for any course unless he attends a prescribed minimum number of lectures.

It is ridiculous to argue that such measures of discipline are too stringent for adults. Most adults like a little discipline and, frankly, I think that we have tolerated far too much laxity at Sir George in the past. This laxity has militated against our wider recognition, has provoked much criticism outside of the College and has been unfair to the majority of our students who are serious and conscientious. The armed forces put up with a great deal more discipline than I am suggesting and, after all, they are certainly as adult as we students are.

In closing, I should like to stress what I said at the beginning — Sir George has achieved phenomenal recognition in a very short time. No student who considers the matter need experience the burden of an inferiority complex with regard to his *Alma Mater*. Each one of us should be proud to be part of an Institution which is playing a magnificent and ever-increasing part in the life of this City and this Nation. We should all be proud of a College which is blazing new trails in Canadian education. In the final analysis, recognition will come, as it has already come so far, through the performances of graduates in the business, industrial, professional and academic fields. Let each one of us who graduates this year do his best to carry on the fine work of his predecessors in establishing the reputation of Sir George Williams College.



THE COMMERCE STUDENT

by JAMES F. HARRIS, *Commerce*

Very often other students in college wonder at the path the Commerce student is treading. They have a vague impression that he is learning a little accounting and something about business — but beyond that they see nothing. Often they consider that in the college one of the chief functions of the Commerce student is to act as treasurer for various clubs and organizations, and probably this conviction is based upon the belief that there is something essentially mercenary in his nature, and that his heart has been replaced by a cash register. Well, perhaps, the Commerce student himself is responsible for this impression. Certainly, he makes no claim to an aura of glamour surrounding his endeavours. He cannot say with the Arts student that he is primarily engaged in searching for the fundamental truths of life and absorbing the culture of ages and peoples. Nor can he say with the Science student that he seeks to light the path of the world with knowledge yet unknown. He is confined from such adventures by the practical limits of his aims. He is mainly interested in the workability of things. He wishes so to organize schemes that they run with a minimum of confusion and a maximum of efficiency. He desires to present a clear and concise picture of the complexities surrounding him. His training is designed to accomplish this.

But the Commerce student will be the first one to admit that his training is not always adequate for the trials by which it is tested. Psychologically, he is often not prepared for the realities that await him. Unlike most Arts and Science students, who realize that when they have finished their course they are only at the beginning of the end, the Commerce students, unless he is specializing in accountancy, considers that he should be at the end of the beginning and that he now can take his place in the ranks of business with a certain measure of confidence. After all, he has been studying the principles of business for four years and that should count for something. What cruel disillusionments often greet him.

He is faced by the broad panorama of business in which each segment demands special skills. He is competing with men who have gained that specialized knowledge through years of work. And he is also faced by the conviction or prejudice of many business men that it is only by starting at the very bottom that one can hope to gain a clear insight into the nature of business.

Confronted by these difficulties, the Commerce student often is hard put to sell the knowledge which is the product of his college years. While well versed in many generalities, he is expected to offer more specific abilities.

It is inevitable, therefore, that to many a Commerce student there must come a time of doubt when he seeks to answer whether the value of the time spent in college was worth more or less than the value of the corresponding time had it been spent in business itself. In the final analysis, the worth of college training must be judged in relationship to the worth of the alternatives. The answer is not yet definitely clear. The greatest hope of the Commerce graduate still appears to remain more in the general development of his mental processes by reason of the nature of his training and the attitudes which he has been able to assimilate. There is no doubt that these qualities can be very valuable, but they are not exclusive commodities that can be purchased only at college — they can certainly be the property of those who never attended college — and in the quantities in which they are possessed by a Commerce graduate they may not be readily saleable.

The teaching of Commerce is relatively new and still requires much research and development. At the present time it falls short of its desired goal. It does not produce in the graduate the type of training that business men instinctively turn to for aid in solving their problems — somewhat in the manner that one engages an engineer rather than a mechanic. There is great need for new techniques of instruction that will place the training more in line with the actualities of the business world, so that business men will know that both they and commerce students are running in the same race. There is much to be said in favour of a system of "internship" in an effort to connect theory with practice. More extensive surveys of the needs of the business world are indicated and an attempt made to satisfy those needs. Methods to educate the business community concerning the value of trained Commerce graduates should be exploited.

This is by no means a complete list of what might be done to make the training more adequate. It merely indicates the scope of the problem to which Commerce graduates, as well as college authorities, should turn their attention and attempt to solve.

One of the most advantageous features of the training offered at Sir George Williams is that it can be obtained by people who work during the day and who can themselves bend the course to the necessities of their requirements. But this is not an easy road that can be followed by all. It is still necessary to ensure that the students who study during the day are not spending their time in vain. There is no dodging the issue — the training must be adequate for the trials which later test it. That goal has not yet been fully achieved. How to attain it is the problem.

AU REVOIR, SIR GEORGE



Four years — looking ahead to what was seemingly a never ending period. It is time that has passed all too quickly, filled with experiences that will continually prove useful. It has now brought us to the fork in the road, we are going ahead, many of us not knowing what is around the next bend. Time, alone will tell.

Although science students are generally thought to spend most of their time in laboratories, and many of us do; here at Sir George we either create or find time for other interests. Some of our best moments were passed in discussing problems, often prejudices, with other students with different backgrounds of race, creed or colour. We erased differences with French students, and they with us that once looked unsurmountable. We learned that most religions have the same basic philosophy. What became of that colour question, somehow in discussion, difficulties just disappeared and were no more. Here our interests were discussed, whether it was amongst students, or professor and students. Our problems were ironed out, with the result that what we considered problems, did not exist; our backgrounds that we thought as different were basically the same.

"The College with the Corridor Campus" — this is one of the reasons for the good spirit and fellowship, otherwise known as the "Georgian Spirit", that exists in our College. As we walk along the corridors we cannot help but pass the time of day. Many are the times that this brief hello has caused us to become involved in some form of discussion, which often became so interesting that our break between classes became stretched and our next lecture forgotten.

We cannot leave these halls without a word of appreciation to the members of the Faculty, who have always been willing to listen to our problems. If they did not solve them for us, they did better in showing us how to attack them ourselves. We have our memories of them — in the lecture room; during those quick snatches of conversation at breaks; or perhaps most of all for those interesting discussions in the trough.

It is with experiences and memories such as these, that we finish our fourth year and set our eyes towards the future. Our hope is that similar experiences may continue to be ours in the future, if not in this College, somewhere else.

Now, we of the class of '44 have to go, time is forcing us onward. It is with sadness in our hearts that we must leave these corridors, but we are happy when we realize that it will be our pleasure to carry the name of Sir George Williams College to new heights. With this in mind we say, Au revoir, "Sir George!"